

Step 4	Can release toy from grasp if attention disturbed		Plays with objects, by banging, shaking, turning them around in their hands	Shows interest in toys and other things that incorporate technology	Reacts to familiar sounds or sights by changes in behaviour – for example, extends arms and legs, smiles, searches with eyes when hears the vacuum cleaner, running bath, footsteps	Watches toy being hidden and tries to find it.
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Step 5	Shows excitement during turn-taking games such as peek-a-boo – for example, claps hands as their turn gets closer	Stays absorbed in activities and can ignore distractions for at least 30 seconds	Explores new objects in an orderly way to investigate cause and effect – for example can pull on a string to get the connected toy		Looks towards the floor when object is dropped by other people and looks for objects they drop themselves	Understands the meaning of some sounds – for example, hears a telephone ring and looks at the telephone
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	Imitates and improvises actions they have observed – for example, clapping or waving				Struggles to get objects that are out of reach and pulls a mat towards them to make a toy or object come closer	Anticipates what will happen next – for example, expects to be fed if placed in high chair and may become distressed if the expected routine doesn't happen
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Step 6	Knows there are different ways to play with different toys – for example, that a ball is for rolling or throwing and a car is for pushing	Recognises favourite toys, games and activities – for example, sees character in favourite book and brings same toy for you to play with	Realises one object can act as a container for another – for example, puts small objects inside bigger ones and removes them again	Interested in things that go together - for example, cup and saucer	Experiments – for example, if two things don't fit together one way then tries another way	
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	Begins to make-believe by pretending using sounds, movements, words, objects.	Pretends that one object represents another, especially when objects have characteristics in common.		In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers		
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Step 7	Enjoys playing with objects of different sizes that go together – for example, stacking cups	Shows understanding that things exist, even when out of sight; will refer to, request or search for objects that are not currently in sight	Remembers where objects belong	Actively explores objects using different senses – for example, links together different ways of handling objects; shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking	Matches shape of piece to hole – for example, in a shape sorter	
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Step 8	Builds simple structures	Shows interest in toys with buttons, flaps and simple mechanisms	Shows a curiosity about how things work – for example, looks closely at the parts of a mechanical toy	Is interested in pushing and pulling things	Matches objects with parts that fit together – for example, puts lid on teapot	Uses understanding of cause and effect – for example, straightens up a tower of blocks if it starts to wobble
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Comments						

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